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ABSTRACT

The seventh edition of this book, like previous editions, is designed to give busy reading specialists, teachers, and students in reading education specific, concrete methods for locating and correcting reading difficulties. The book stresses the importance of direct instruction, motivational learning activities, and abundant practice in the act of reading. The introduction provides information on important principles of effective instruction for students who have reading difficulties. Chapters in the book are: (1) Phonemic Awareness and Alphabet Knowledge; (2) Word-by-Word Reading; (3) Incorrect Phrasing; (4) Poor Pronunciation; (5) Omissions; (6) Repetitions; (7) Inversions or Reversals; (8) Insertions; (9) Substitutions; (10) Guesses at Words; (11) Voicing, Lip Movements, Finger Pointing, and Head Movements; (12) Basic Sight Words Not Known; (13) General Sight Vocabulary Not Up to Grade Level; (14) Phonics Difficulties: Consonants; (15) Phonics Difficulties: Vowels; (16) Phonics Difficulties: Blends, Digraphs, or Diphthongs; (17) Structural Analysis Difficulties; (18) Contractions Not Known; (19) Inadequate Ability to Use Context Clues; (20) Word Meaning/Vocabulary Knowledge Inadequate; (21) Comprehension Inadequate; (22) Low Rate of Speed; (23) Inability to Adjust Reading Rate; (24) High Rate of Reading at the Expense of Accuracy; (25) Inability to Skim or Scan; (26) Inability to Locate Information; (27) Undeveloped Dictionary Skills; and (28) Written Recall Limited by Spelling Ability. Three informational appendixes, 11 appendixes for locating reading difficulties, and 8 appendixes for correcting reading difficulties are attached. (RS)

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